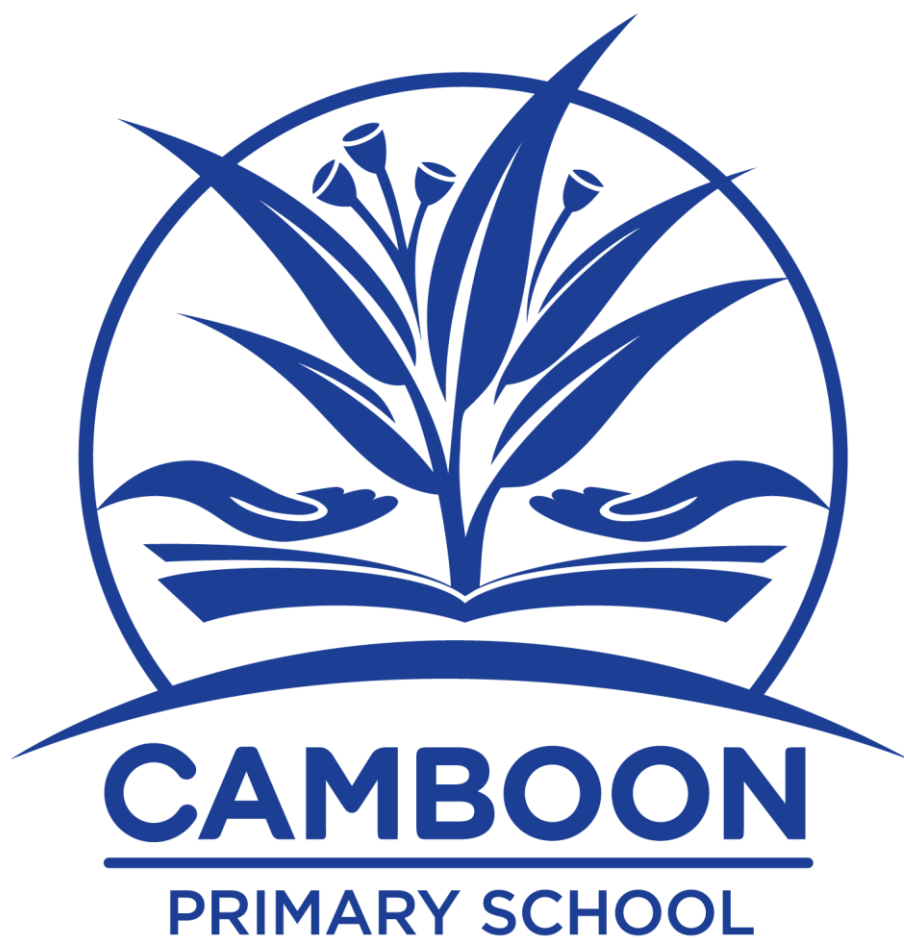


# **CAMBOON PRIMARY SCHOOL**

## **Annual Report 2023**



**COURAGE | PERSEVERANCE | RESPECT**

# School Mission and Beliefs

## School Mission

We facilitate learning by inspiring and empowering students to reach their potential every day.

## Our Shared Community Beliefs

### Students

*Our school community believes in our students:*

- developing the desire to strive for excellence and to achieve to their full potential academically, socially, emotionally and creatively.
- being prepared for the world in which they live by building perseverance, resilience and tolerance; and equipping them to be lifelong learners.

### Community

*Our community believes in:*

- fostering mutual respect within our whole school community.
- encouraging all members of the school community to demonstrate positive support and advocacy for Camboon Primary School.

### Parents

*Our parents believe:*

- that education is the responsibility of all stake holders in the school community – the school staff, parents and the child.

### Staff

*Our staff believes in:*

- supporting one another to strive for excellence in education.
- working collaboratively to achieve positive learning outcomes for all students.
- acting as positive role models to the whole school community.

## From the Principal

The 2023 Annual Report provides parents and members of the wider community with an overview of our achievements during 2023. This report is not designed to be a summary of the many activities and events that occurred in 2023, as we used the school newsletter, Connect messages and website to provide on-going information on activities. This report provides our student achievement data for 2023 and it also highlights student achievements measured against the targets set out in the 2021-2023 Business Plan.

Our year began with 353 students and ended with 341 students from Kindergarten to Year 6. 2023 gave us an opportunity to review and observe the ongoing focus on quality teaching and learning programs aimed at improving our student achievement results. Staff focussed on their teaching and learning to improve the way they can be more effective and therefore have a positive impact on student achievement and outcomes. This ongoing focus has shown improvement in student outcomes and will continue to be a focus with staff development. As always, we reviewed our School Improvement Plan and focussed on student achievement and teacher effectiveness. Staff continued their own learning and improvement journeys which included how to teach students in a more integrated way.

Positive Behaviour Support at Camboon continued with regular assemblies, teaching of our expectations and celebrating being Respectful, Responsible and Learners. Staff continued to utilise The Zones of Regulation in classes to support mental health and wellbeing.

Staff changes included welcoming back Sharon Jayatilaka and Wendy Strauss and we welcomed many new staff; Sophie Derrick-Fraser, Leah Ferolla, William Ferrier, Luisa Fiorucci, Marion Hand, Jacob Gaspar, Keeley Jones, Meagan Kellen, Nerissa Le, Taryn Linacre, Alicia Clugston and Claudio Ciampaglia. At the end of 2023 we farewelled; Andrew Nguyen, Tania Pesce and Marion Hand. We also celebrated the dedication of Suellen Annett-Stuart and Angelica Sanzana who decided to retire.

I thank our School Board for their ongoing support, understanding and continued focus on improving student outcomes. Members are always focussed on supporting me and ensuring we are doing what is best for every student at Camboon. We welcomed new board members who made great contributions to our school.

I thank the P&C for their ongoing support and commitment to Camboon PS. The P&C was a great support in 2023 and managed to again host many successful events and fundraising opportunities.

I would like to thank all students, staff, families and community members for working with us to make 2023 a memorable year in so many amazing ways. It is always wonderful to reflect and celebrate the range of great things that happen in our school, and 2023 was another special one.

Janice Cuculoska

Principal

## Literacy – Writing

### Literacy – Writing

#### Where are we now?

- Throughout 2023, new staff at Camboon Primary School (CPS) were trained in Talk for Writing to ensure fidelity across the school. Staff continued to upload planning to the shared drive where the English Learning of Learning Area (LOLA) could monitor and provide feedback.
- Staff continued to follow the Brightpath Assessment Schedule and completed a Brightpath assessment each term. Samples were uploaded to the Brightpath Website and teachers worked in their collaborative DOTT time to moderate and score student's writing. Students in Years 3-6 continue to complete the Brightpath assessment tasks online, to support students typing skills and prepare them for NAPLAN online.
- Elastik has established a new Writemark feature, similar to Brightpath, but more in line with NAPLAN marking. The Year 3-4 teachers trialled using this feature in Semester 2, and two teachers will trial this feature alongside NAPLAN in 2024 to determine which platform is more beneficial for providing effective data and feedback.
- Promoting Literacy Development (PLD) is implemented from K-6. Staff continued to record their data on the Whole School Tracking Spreadsheet with fidelity, and returning staff were supported to ensure they were accurately recording their data. New staff were trained, according to their year level, to ensure effective implementation. Intervention started with small groups of Year 1 and 2 students using PLD intervention packs.
- NAPLAN results show that, as a school, we are performing below like schools in Writing. Grammar is also our weakest area in the Language Conventions Test.
- At the end of 2023, ACER Progressive Achievement Tests (PAT) Spelling Skills were purchased as another longitudinal data collection for students spelling skills and application in context. This data will be used in 2024 by the classroom teachers.

#### What are we seeking to achieve?

- Camboon Primary School staff strive to continue teaching explicit writing lessons and implement a whole school approach (Talk for Writing).
- Continue to improve the fidelity and quality of the lessons through building teacher capacity.
- Continue to support staff to follow the PLD screening and tracking schedules, and the teaching sequence.
- Train new staff in the Talk for Writing and PLD approach to ensure fidelity across the school.
- Focus on implementing explicit grammar lessons through Short Burst Writing (an element of the Talk for Writing approach) to assist with students' development of writing.

#### What is the data telling us?

##### Year 3 scores:

- Below like schools
- 9% needs additional support
- 9% exceeding

##### Year 5 scores:

- Below like schools
- 18% needs additional support
- 5% exceeding

#### What are we going to do to improve?

- Continue to implement a whole school approach to Literacy.
- Identify staff needs to upskill their writing practice through working staff meetings.
- Encourage peer observation and collegiate discussion of Talk for Writing lessons and planning, with particular emphasis on Short Burst Writing (grammar lessons).
- Continue to support and train new staff in Whole School Approaches to ensure fidelity and consistency across the school.
- Continue using the Brightpath teaching points in Writing planning.
- Explore and trial the new Elastik Writemark feature and compare to Brightpath.
- Utilise the assessment tools and 'Gap Fill Friday' features on Elastik to support students' Literacy Skills.
- Continue the use of PAT Spelling Skills.

## Literacy – Reading

### Literacy – Reading

#### Where are we now?

- A Camboon Primary School Whole School Approach to Reading was created, based on the latest research and evidence, and presented to staff at the Term 4 Staff Development Day, 2022. This year, staff have been implementing this approach into their classrooms. Modifications have been made to the K-PP and Year 1-2 Reading Model to ensure it is best practice in their classrooms.
- PP-Year 2 teachers continued to incorporate decodable readers in the daily teaching and for home reading.
- Teachers utilised the PLD phonics assessment and the ACER Progressive Achievement Tests (PAT) in comprehension, to determine student's needs, and to help target strategies each student needed to learn to improve their reading. Teachers have recorded PLD assessment data on a whole school Excel document that offers both longitudinal data as well as a snapshot of student understanding.
- MiniLit and MacqLit intervention was run over the whole year. All students from Years 1-6 were assessed, and identified students placed into support groups. At the end of the year, all students in Years 1-5 were assessed using the fluency assessment used in MiniLit and MacqLit.

#### What are we seeking to achieve?

- Camboon Primary School staff strive to improve their teaching of reading through utilising the Whole School Approach to Reading.
- Continue to modify the Whole School Approach to Reading based on best practice and feedback from staff.
- Staff will use Elastik to understand the data collected in the PAT comprehension assessment task, to effectively support students and target their individual needs.
- Provide longitudinal school-wide data beyond NAPLAN.
- Continue MiniLit and MacqLit to support reading development of identified students to ensure all students are developing the reading skills needed to achieve success.

#### What is the data telling us?

##### Year 3 scores:

- Above like schools
- 11% needs additional support
- 17% exceeding

##### Year 5 scores:

- Below like schools
- 20% needs additional support
- 20% exceeding

#### What are we going to do to improve?

- Continue embedding the Whole School Approach to Reading.
- Investigate and use a coaching/mentoring role for teaching reading.
- Investigate how to use novel study texts based on the current research.
- Purchase decodable texts for Year 1 to ensure students are being provided with only decodable texts during that year of school.
- Continue utilising MiniLit and MacqLit to support identified students with their reading.
- Introduce Reinforced Reading as part of the MiniLit program to support identified students reading development through peer reading/coaching.
- Utilise the assessment tools and 'Gap Fill Friday' features on Elastik to support students Literacy Skills.

## Numeracy

### Where are we now?

#### Professional Learning:

During 2023, Camboon Primary School continued a Whole School Approach to teaching Mathematics using the Oxford Maths Program and the Mathematics Instructional Model (MIM) as both an observation and reflective framework to ensure fidelity.

Teachers utilised the ACER Progressive Achievement Test (PAT) in Mathematics, to determine student's needs, and to help target strategies each student needed to learn to improve their results. Teachers continued improving knowledge of Elastik and began to analyse student data, from PAT and NAPLAN assessments on this platform and utilised provided lesson plans and reviews for 'Gap Fill Friday' activities and Individual Education Plan (IEP) differentiation.

The Morley Schools Network (MSN) provided professional learning in Mathematics in revision of the Australian Curriculum in Terms 1 - 4.

#### Assessment:

Staff administered PAT to obtain diagnostic data in Term 1 and 4. This data was sent to Elastik for analysis. Pre-primary and Year 1 completed On-Entry assessment in Term 1.

Teachers continued to track Maths fluency with the Westwood Minute Test in Terms 1, 2 and 4. All teachers used the Oxford Maths Pre-Test assessments to form differentiated groups for the teaching of Mathematics and Oxford Maths Post-Tests to assess learning and learning needs. Results from the Oxford Maths assessments were recorded on the Mathematics Assessment Tracker on OneDrive. Teachers indicated if students were at standard (A), support (S) and extension (E) for the purpose of grouping using the data from the pre-test. The post-test results were recorded as a score and grade (based on the Oxford Maths Grading Guide) for each student.

#### Technology Integration:

In 2023, we once again celebrated STEAM Week during Term 2. We celebrated the integration of Mathematics with Science, Technology, Engineering, and Arts with a week of classroom and play/lunchtime activities including competitions involving boomerang flying, designing a house for the future and problem-solving challenges.

#### Resources:

The Maths Resource Room is maintained and organised with labelled storage and resources for the implementation of Mathematics.

New resources purchased include - Outdoor Water Pump Kits, Clear Sand & Water Trays, Rainbow Translucent Buckets, Plastic Bamboo Water Channel Sets, Galvanised Buckets, Balance Scales with Weighted Numbers, Large Wooden Outdoor Scales, Protractor Door Mats, 24 pc Giant Dynamic Geometry Set, Class set 360 Protractors, Magnetic Fraction Builders, Magnetic Percentage Builders, Magnetic Decimal Builders, Show & Tell Time 30 pc, Lesson Boards Dotted 3rds 30p, Tackling Tables Books, Magnetic Teacher's 180 Protractor 40 cm, Teachable Graph Whiteboards Pack of 30, Magnetic Whiteboard XY Axis Graph Sheet, Large Drawing Compass with Feet.

### What are we seeking to achieve?

- At Camboon Primary School we are committed to teaching 4-5 Numeracy Blocks per week which follow the Mathematics Instructional Model aligned with the Oxford Mathematics Teaching Program.
- Maintain a whole-school approach to the teaching of Mathematics with fidelity.
- Implement a whole-school Problem-Solving Scope and Sequence with fidelity.
- Display year appropriate mathematical vocabulary in all classrooms.

- Continue to improve teacher practice of teaching Mathematics.
- Utilise effective diagnostic, formative and summative assessments.
- Continue to support the integration of STEAM and effective teaching and learning strategies within Maths lessons.
- Integrate Mathematics into Integrated Curriculum and Creative Learning planning.

### What is the data telling us?

Year 3 scores:  
National Mean: Below  
Like Schools: Below

Year 5 scores:  
National Mean: Below  
Like Schools: Below

The Business Plan target was not achieved. The data for both Years 3 and 5 indicates a slight drop in results from 2022.

### What are we going to do to improve?

- Revisit, support and maintain a whole-school approach to the teaching of Mathematics using the Oxford Mathematics program.
  - Expectation of all staff to implement the Mathematics Instructional Model (MIM) format within their class four-five times per week.
  - Continue implementing Teaching Sprints to improve staff practice leading to improved student outcomes in 2024.
  - Maintain teacher self-reflection using the Mathematics Instructional Model.
  - Continue applying the strategies of learner dispositions, timely feedback and success criteria towards the teaching and learning of Mathematics.
  - Improve fluency across the school by using the data from the Westwood One Minute Tests
  - Introduce “Times Tables Rock Stars”, an online mathematics program to improve student fluency.
  - Student Achievement Information System (SAIS) data analysis to be analysed on Day 1 of the School Development Day (SDD) 2024 to ensure this data is utilised in planning.
  - Year 2 and 4 teachers use analysed NAPLAN data to plan for Mathematics Teaching in Term 3 and 4.
  - Year 3 and 5 teachers to use NAPLAN planner provided by the Department of Education and Elastik Premium Reviews to prepare for NAPLAN in Term 1.
  - The Mathematics, Science and Technology committees will continue to work closely in 2024 to raise the profile of STEM within the school.
  - Utilise NAPLAN and PAT testing results from Data Hub to target areas for improvement, differentiation and/or extension.
  - Focus on moving students from ‘Needing Additional Support’ and ‘Developing’ to ‘Strong’, and from ‘Strong’ to ‘Exceeding’ in Year 3 NAPLAN. The majority of our students sit in ‘Strong’ for proficiency.
  - Focus on moving students from ‘Very Low’ and ‘Low’ to ‘Moderate’, and from ‘Moderate’ to ‘High’ and/or ‘Very High’ in Year 3 NAPLAN. The majority of our students sit in ‘Low’ and ‘Moderate’ for progress – Online entry assessment used for comparison.
  - Focus on moving students from ‘Needing Additional Support’ and ‘Developing’ to ‘Strong’, and from ‘Strong’ to ‘Exceeding’ in Year 5 NAPLAN. The majority of our students sit in ‘Strong’ for proficiency.
- NB: Progress could not be measured from Year 3 with our Year 5 cohort, due to Covid.
- Maintain a consistent whole-school approach to Mathematics teaching using Oxford Mathematics and the aligned Mathematics Instructional Model.
  - Undertake a review to determine the overall effectiveness of the Oxford Mathematics Program.

## Technologies

### Where are we now?

- Continuing to work with our ICT support person, (Joel from TFX), to solve technology issues that arise.
- iPads leased and running school iPad 1:1 ratio.
- Technology Support person employed in contract role in Semester 2 to support staff in developing confidence/expertise in using the devices, and in how to deliver the curriculum in creative and integrated ways.
- Technologies Leader, Amy Thomson completed 'Apple Teacher' qualification to further support staff with iPad integration.
- Staff working on Apple Teacher modules. (To be a focus in 2024)
- Staff are developing confidence/expertise in using the devices, and in how to deliver the curriculum in creative and integrated ways.
- From 1 teacher request for 'spelling integration support', currently have 4-6 classes using digital dictation tasks.
- Year 5/6 students being supported/allowed freedom to create projects/presentations using iPads and skills learned this year. (iMovie, Green screen, Keynote etc.)
- Shared OneDrive Folder to share iPad resources for teachers to access.
- From 1 teacher request, now 2 classes integrating 3D print concepts into student project work.
- Software and hardware more resourced across the school.
- Bandwidth has been added and is being utilised.
- Apps are being assessed for use and Camboon Primary School (CPS) App Scope and Sequence created.
- Office365 and OneDrive are being used to manage and share documents.
- Staff confidently using One Drive to upload whole school data for Numeracy and Literacy.
- Amy Thomson and Sara Nguyen attended Teacher Development School (TDS) Digitech Open day at Harrisdale Primary School.
- Look at possibility of more staff attending in 2024.
- Amy Thomson visited Floreat Primary School to look at 1:1 iPad integration.
- Amy Thomson and Janice Cuculoska (Principal) attended #WATechTalk sessions and are creating connections with that community.
- Amy Thomson registering for Apple Learning Coach Modules.

### What are we seeking to achieve?

- Assessment schedule for Digital Technologies to be investigated.
- Introduce to staff and implement CPS Digital Technologies (App) Scope and Sequence at start of 2023.
- Review/Revisit Digital Technologies Scope and Sequence.
- Compilation of assessments investigated and collated, that apply to Digital Technologies Scope and Sequence.
- Further Professional development/collaboration opportunities for staff, to investigate and engage with Technologies Scope and Sequence, use of devices, and how to plan and implement across curriculum areas.
- Business Plan focus on teachers completing Apple Teacher iPad modules.
- Continued creative and effective use of Technology to be integrated across all learning areas, in all year levels.
- Increased student ability, and 1:1 iPad for students increasing the opportunity for integration.

- Creation of an extensive/flexible Design and Technologies 'storage area' and purpose built 'activity' room, for staff to implement and utilise..

### **What is the data telling us?**

- Staff have begun to integrate technology into other learning areas including Mathematics, Spelling/Dictation and Integrated Curriculum Projects.
- Some staff **may still** require support to use technology devices and implement curriculum effectively, as well as support in effective programming, integration of creative learning and utilising assessments for digital technologies.
- Majority of staff use Information and Communications Technology (ICT) in some way to support student learning.
- Having 1:1 iPad access and reduced technical difficulties has increased integration of technology.
- Technology devices and creative design materials need to be stored effectively, and a purpose-built activity area needs to be organised and set up in order to better facilitate creative learning and technology implementation across the curriculum.  
The rethinking of the STEM room and perhaps utilising one of the adjoining classrooms, may be the way to proceed.

### **What are we going to do to improve?**

- Introduction to staff, and organisation of the implementation of the Camboon PS Digital Technologies Scope and Sequence and investigate appropriate assessment tools.
- Provide more professional learning opportunities/allocated time for staff to become familiar and confident with the devices we currently have. Specifically, staff to undertake the Apple Teacher modules to build iPad knowledge and skills.
- Share, collaborate, demonstrate ideas and resources to help staff build confidence with delivering the Technologies curriculum through Staff Meetings and Teaching Sprints.
- Increased number of shared iPad resources on OneDrive for teachers to access.
- Retain a 'Digital Technology' Specialist teacher to support development of Digital Technology skills.
- Storage and charging management of iPads in classrooms to make them easy to access for students.

## Languages

### Where are we now?

- In 2023, Mrs Leah became the Languages Teacher (Italian) at Camboon Primary School (CPS). Mrs Ferolla acknowledges the impact Mrs Eliana Ienco has made to the Language program and culture at CPS over many years.
- All students in Years 3-6 receive a one-hour weekly Italian lesson.
- Languages Week was held in Term 3, with students participating in language activities.
- The Languages' Assembly was held in Term 4, with students in Year 3 and 4 performing and Years 5 and 6 students presenting. The whole school morning song was "Sara perche ti amo".

### What are we seeking to achieve?

- To continue to develop the profile of Languages at Camboon Primary School and involve the school community.
- Increase the Italian interactions between teachers and peers in everyday situations.
- Increase the number of students achieving A/B grades in Italian.
- Decrease the number of students receiving D grades in Italian.
- Provide opportunities for students to collaborate and connect with students from other schools or countries.

### What is the data telling us?

- The number of students achieving A and B grades in years 4 and 5 have dramatically decreased from 2022 to 2023.
- The number of C grades have either doubled or tripled across all year groups.
- The number of students achieving an A grade in Year 6 remained stable between 2022 and 2023.
- There were also more D grades across all year groups, especially in the Year 5 cohort.
- This shift in reporting grades is most likely due to the change in teacher and moderation with other schools.

### What are we going to do to improve?

- Continue to motivate student learning with engaging lessons.
- Continue to build a safe learning environment where students are willing to step out of their 'comfort zones' and try something new.
- Build trust with Special Education Needs (SEN) students to encourage them to contribute and participate more in classes.

## Humanities and Social Sciences

### Where are we now?








- Camboon Primary School (CPS) using WA Curriculum for teaching, integrated learning, and assessment of Humanities and Social Sciences (HaSS) with an emphasis on developing cultural awareness.
- School Curriculum and Standards Authority (SCSA) Scope and Sequence available on Shared Drive.
- Year group teachers implement Common Assessment Tasks (CAT) in Terms 2 and 4, moderated against the WA Curriculum Achievement Standards and SCSA Judging Standards, when reporting to parents.
- Online subscriptions to Inquisitive and Wingaru Kids is provided for all classroom teachers to support the effective teaching of enquiry skills as well as help teachers, and thus the school community, to become authentically culturally competent.
- Camboon Primary School celebrated Harmony Week with classroom activities and a parade.
- Acknowledgement of Country at assemblies, formal gatherings and in some classrooms to start the day.

### What are we seeking to achieve?

- Explicitly teach all skills through an Integrated Curriculum approach.
- Increase the number of students achieving A/B grades in HaSS.
- Promote student sense of wonder by encouraging curiosity.
- Continue to raise the profile of multiculturalism and Aboriginal culture and promote sustainability.
- Provide opportunities for engaging in learning outside of the classroom, including the bushland area.

### What is the data telling us?

#### **HaSS LEARNING AREA PERCENTAGES (A & B)**

Year Level	Sem 2 2022	Sem 2 2023	Increase / Decrease
P	28%	23%	
1	19.5%	53.6%	
2	55%	26.8%	
3	25%	36.9%	
4	32.6%	37%	
5	29%	56.9%	
6	44.7%	54.8%	

### What are we going to do to improve?

- Whole school participation in Harmony Day, ANZAC and Remembrance Day, and NAIDOC Week (involve Year 6 Student Councillors for student voice) celebrations.
- Renew licences for software – Inquisitive and Wingaru Kids – and stimulate staff interest by regularly highlighting features of these resources.

- Maintain, update, and promote learning experiences that cater for different learning styles – bushland activities, storage and use of stimulus boxes, First Nation resources and incursions/excursions.
- Continue to immerse students in Noongar language and culture by including Camboon Bushland as a third teacher. Work in collaboration with Science LOLA, identifying and labelling plants/trees. Introduce natural but user-friendly walkways.
- A4 Laminated copies of faction names and artwork in each classroom.
- Apply for a Partnership, Acceptance, Learning and Sharing (PALS) grant to rejuvenate the Indigenous Garden Project to include new planting and to revive the artwork on the stones that form the borders for the different sections of the garden.

## Science

### Where are we now?

- At Camboon Primary School (CPS), a Waste Audit was conducted, and workshops attended so that the school can become an accredited Waste Sorted School for 2024.
- Waste Reduction Plan and Waste Policy have been written, subject to approval.
- Vegetable gardens have been used to grow vegetables throughout the year, however, with minimal success. Need easier access to water (hose or reticulation) and soil needs conditioning.
- Water Week was held in Term 4, with students attending an incursion and participating in water awareness activities.
- The Science Lab is fully furnished, and resources have been organised.
- STEM trolleys continue to be well used and have been restocked with purchased and recycled materials.
- The Science LOLA attended a “Care for Country” sustainability workshop which inspired us to continue to build on our Waste Wise School accreditation.

### What are we seeking to achieve?

- Increase the number of students achieving A/B grades in Science.
- Integrated planning – planning to integrate Science with other areas of learning.
- Increase students’ engagement in sustainability practices.
- Reduce waste in our school – composting, recycling, waste free lunchbox initiatives.
- Provide opportunities for engaging in Science outside of the classroom, developing the bushland area to support.

### What is the data telling us?

- The number of students achieving A and B grades has remained stable across the majority of year levels between 2022 and 2023.
- The number of students achieving D grades decreased between 2022 and 2023.

### What are we going to do to improve?

- Encourage the use of the Science Lab for teaching purposes. Ideas could be whole school learning initiatives including chickens hatching and experiments that can stay set-up.
- Develop a sustainability action plan (this will include the waste reduction plan and policy). Join Sustainable Schools WA and use the ‘Caring for Country’ roadmap to conduct an audit of where we are up to and what the plan is going forward.
- Discuss what to do with the Pre-primary vegetables - get rid of them, or re-soil them and use for vegetables/herbs or plant fruit trees in them.
- Improve the soil and water supply to the vegetable gardens around the school.

## Health and PE

### Where are we now?

- Camboon Primary School (CPS), continued to develop the students' skills through explicit teaching and learning and practising the Fundamental Movement Skills. These were incorporated into all Physical Education activities from PP - Year 6.
- The CPS Physical Education Specialist exposed the students in Years 3-6 to known sports such as soccer, cricket, basketball, athletics (track and field), Ultimate Frisbee, Australian Football League (AFL) and a few minor games.
- 'Sporting Schools' funding was applied for and granted for Term 1, with AFL being the chosen sport.
- Running Club and Athletics Team Game practice were conducted before school in Term 2 and 3 respectively with 1 in 3 students participating in at least one of these programs.
- Our In-School Interschool Cross Country was revamped with the whole school participating in and supporting their factions. The course was changed to fit the requirements of what students were expected to run at Interschool.
- We improved our results at the Interschool Cross Country. We came 6<sup>th</sup> out of 7 schools, with many of our runners coming in the top 10 of their races.
- Our Jumps and Throws and Athletic Carnival were all a success. They were run smoothly and there was great community involvement.
- We hosted the Interschool Carnival; it was run successfully with 100 students participating from CPS.
- We improved in the Interschool Carnival by doubling our score from previous years, minimising the gap to like schools in our network.
- We came second in the Meritorious Shield which was a highlight for our school and the students.
- Swimming lessons were cancelled due to renovations at Bayswater Waves. Late notification of the pool's unavailability made it impossible to secure another venue.

### What are we seeking to achieve?

- Connecting with other schools in our network and being a part of a Lightning Carnival that involves team sports such as AFL, Soccer, Netball and Basketball.
- Further improvement in our interschool results to finish in a higher place.
- Gaining more grants with Sporting Schools and being more efficient with funding/programs.
- Encouraging a greater level of participation for all students regardless of their ability or skill level.
- To improve all students' confidence and engagement during Physical Education sessions.

### What is the data telling us?

- 26 students achieved an A grade in their Semester 2 Report, 19 more than in the previous year.
- Approximately 50% of students improved their Physical Education grade from Semester 2, 2022 or Semester 1, 2023.
- Every student achieved a C grade or higher, showing improvement in their sporting skill set at some stage during the year.
- We doubled our point tally at the Interschool Athletic Carnivals achieving 138 points this year compared to 66 points in 2022 and 82 points in 2021.

**What are we going to do to improve?**

- Continued teaching of Winter sport events to ensure confidence during Interschool Winter Sports.
- Earlier practice of Faction Carnival sports-beginning towards the end of Term 2.
- Seek assistance from parents who are willing to train students for the Athletics Carnivals.
- Continue to apply for funding to run after school clinics with 'Sporting Schools'.

## Arts – Music

### Where are we now?

- Every student in Year 1 through 6 receives a one-hour music lesson every week.
- Specially chosen students in Grades 5 and 6 receive Instrumental Music School Services (IMSS) lessons in Brass and Classical Guitar.
- The School Choir is open to enthusiastic students in Years 4-6, and they participate in school events such as the ANZAC assembly, Parent Open Night, One Big Voice at the Perth Arena, Christmas Carol singing at the Noranda Shopping Centre and the Christmas Assembly.

### What are we seeking to achieve?

- To cultivate music-making and responsive abilities in accordance with the West Australian Music Curriculum from K-6, enabling students to nurture their skills in performance-based arts.
- Sustain the provision of instrumental lessons for IMSS students to further enhance the musical talents of our students.
- Expand School Choir to Years 3-6 for greater opportunity for students and greater numbers for quality in performance.
- Offer performance opportunities to students in Years 4-6 who choose to join the school choir, aiming to nurture an interest in the arts among all students and promote their achievements in this learning area.

### What is the data telling us?

- 18 students achieved an A Level by the end of the year, 11 more than in the previous year.
- 20 students improved their grade from 2023 Semester 1 or 2022 Semester 2 in their Semester 2 2023 report.

### What are we going to do to improve?

- Enhanced assessment grading encompasses all year levels, with evaluations conducted based on the Making and Responding strands of the WA Curriculum.
- Maintain the provision of performance opportunities for choir students within both the school and broader community. Additionally, expand the opportunities for IMSS instrumental students to showcase their talents within the local and wider communities.
- Sustained integration of ICT through Interactive Smartboards in all classes, along with the utilisation of iPads for students in Years 3 through 6.
- Provide differentiated practices to support each student in achieving their potential.

## Arts – Visual Arts

<b>Where are we now?</b>
<ul style="list-style-type: none"><li>• Camboon Primary School (CPS) students in Pre-primary have 5 weeks of art lessons per term with amazing outcomes.</li><li>• Students in Years 1-6 attend 1-hour sessions where they work to the West Australian Curriculum with explicit lessons on the Principles and Elements of Art.</li><li>• In Term 3, for Parent Night, the students displayed their art skills in both their class and the Art Room featuring their Integrated Curriculum artworks.</li></ul>
<b>What are we seeking to achieve?</b>
<ul style="list-style-type: none"><li>• Expand understanding of art response through exposure to specific art language by studying the works of various artists from a diverse genre.</li><li>• Continue to improve students' confidence and engagement in Visual Art lessons with "Habits of Minds".</li><li>• Seek new ways to give the students a wider community audience to display their artworks.</li></ul>
<b>What is the data telling us?</b>
<p>Analysis of the data from 2023 Semester 1 and 2 Reporting to Parents indicated the following:</p> <p>Year 1 and 2: Both years had a drop in grades from Bs to Cs in Semester 2 as there are higher expectations in skills and processes as per the WA Judging Standards.</p> <p>Year 3 and 4: Had a steadier balance to the grades as their skills are increasing and expectations were met.</p> <p>Year 5: Had a noticeable reduction of grades from Bs to Cs - Semester 1- 26 Bs. Semester 2 - 13 Bs. This change impacted the allocation of C grades, 17 in Semester 1 to 30 in Semester 2. Many students were not focused on the set tasks and their output was affected. On a positive note, A grades went from 1 to 3.</p> <p>Year 6: Both semesters had a steady balance with A grades improving from 5 to 8, B grades dropping from 31 to 26 and C grades increasing from 30 to 33.</p> <p>In conclusion, the data has shown most year levels are progressing as per the WA Judging Standards. Students in junior years require more emphasis on skills and processes through art language and practice.</p>
<b>What are we going to do to improve?</b>
<ul style="list-style-type: none"><li>• Bring visiting artists to the school to showcase and teach new skills.</li><li>• Continue with using "Weekly Review" PowerPoints to enhance students recall of art skills and processes as well as art responses.</li></ul>

### **Where are we now?**

- In 2023 Camboon Primary School (CPS), continued to recognise Aboriginal and Torres Strait Islander culture through whole school practices including commencing our whole school assemblies, held every third week with 'Acknowledgement of Country', further embedding our Noongar faction names, Noongar cluster names and caring of our Indigenous Garden project.
- In 2023, an Aboriginal Cultural Standards Framework Committee was formed, and a leader was appointed. The committee is investigating how the school will move forward in the continuum to achieve cultural responsiveness.
- Staff undertook professional learning with Carol Foley, Aboriginal and Islander Education Officer (AIEO-Roseworth Primary) to look at ways to be more welcoming to our Indigenous population - cultural responsiveness.
- Students in Years 2 and 3 participated in an incursion with Carol Foley on tools and games used by Indigenous people as part of their HaSS focus.
- Members of the leadership team attended a Leaders Cultural Responsiveness profession learning session within the Morley School Network.
- In 2023, teachers had access to Wingaru, an Indigenous resource website and this is continuing in 2024.

### **What are we seeking to achieve?**

- A shared responsibility with a cohesive, focused approach to improving Aboriginal education outcomes.
- Continue to develop partnerships with Aboriginal and Torres Strait Islanders people both within our school and wider community.
- Develop a culture of respect and understanding for Aboriginal and Torres Strait Islanders culture both within our school and wider community.

### **What is the data telling us?**

- Aboriginal and Torres Strait Islander students and families generally feel that CPS provides an inclusive education that caters for their needs.
- CPS provides leadership opportunities for Aboriginal students by encouraging students to apply for roles as Student Councillors, Faction Leaders or as members of the Social Justice Committee.

### **What are we going to do to improve?**

- Acknowledgement of Country to be displayed in each class as part of our CPS Non-Negotiables.
- Provide further professional learning on the Aboriginal Cultural Standards Framework for all staff to promote further understanding of the framework and to ensure it is embedded within our teaching and learning programs.
- We will continue to monitor NAPLAN data showing the performance of Aboriginal and Torres Strait Islander students.
- Goal 1: To develop partnerships with the wider community.  
Consultation with Principal Consultant Teacher Support Aboriginal Education.
- Goal 2: To continue to build an environment that is welcoming for Aboriginal and Torres Strait Islander students and their families by embedding Aboriginal and Torres Strait Islander culture into Camboon Primary School daily life.
- Continue to raise the profile of the Noongar language within classroom settings e.g., through songs, colours, numbers and morning greetings.
- The whole school will continue to celebrate and commemorate Indigenous special events e.g. NAIDOC, Reconciliation and Harmony Week.

### **Where are we now?**

- At Camboon Primary School (CPS), all K-2 teaching staff undertake self-assessment to determine areas of need.
- The Deputy Principal (K-2) leads the National Quality Standard (NQS) preparing information for consultation with staff and developing the plan.
- All K-2 staff are aware of the plan.
- Self-assessment began in early 2023 and based on analysis of the self-assessment, the staff continued working towards meeting the 6 quality areas:
  1. Educational program and practice
  2. Children's health and safety
  3. Physical environment
  4. Staffing arrangements
  5. Relationships with children
  6. Collaborative partnerships with families and communities.

### **What are we seeking to achieve?**

- High quality educational program K-2.
- Student voice guides learning.
- Students contribute to the setting of spaces for learning and dramatic play areas.
- Students contribute to outdoor equipment choices.
- Provide a safe learning and play environment for the Kindergarten students during the construction of the new ECE building in 2024.
- Focus on integrating and rostering the Kindergarten students into the existing Pre-primary outdoor area, including the sandpit, during the construction of the new ECE building.
- Increase parent and community involvement as this was greater before Covid.
- Individual Education Plans (IEPs) to support individual student to achieve goals.

### **What is the data telling us?**

Although progress was made in the 6 Quality Areas during 2023, the data shows that there are still elements within the standards of the 6 Quality Areas that the school is "working towards" but has not "met" the criteria.

### **What are we going to do to improve?**

To demonstrate we have met all elements of the standards of the 6 Quality Areas we will:

- Continue improvement of outdoor learning spaces in undercover areas of Wonnil (K-PP) and Marri (Years 1-2), taking into consideration that the Kindergarten students only have the veranda area of the existing Kindergarten building while the new ECE building is being constructed and will use the PP outdoor areas.
- Provide written expectations for staff, including relief staff, as to what is expected for outside use of buildings during the building process so that all staff are aware of the expectations.
- Provide more 'Loose Parts' and play equipment on the Junior Playground for Year 1 and 2 students. The Year 1-2 Team will write an application to the Finance Committee to purchase more play equipment for the students to access at recess and lunchtime in addition to sport equipment - balls and skipping ropes.
- Raise the awareness of the Aboriginal Cultural Standards Framework by implementing and embedding it in the teaching and learning program.
- Encourage families to share cultural celebrations and family traditions to build community engagement.
- Continue to incorporate incursions and excursions in the teaching and learning program that relate to the local community.
- Year 1 and 2 teachers to use Elastik data effectively to plan, and target students who require differentiation within the classroom.

- Continued use of 'calm spaces' in classroom corners and wet areas, linked with Zones of Regulation e.g, display of appropriate resources in the calm spaces that can be used by and with students.
- Develop the students' social skills with Education Assistant (EA) guidance.
- Differentiated communication with parents if needed e.g. use of interpreters, printing information and forms in relevant languages where applicable.
- Parent feedback to be explicitly sought through family information sheets.
- Utilise Connect to communicate more frequent day-to-day happenings at school.

## Positive Behaviour Support (PBS)

### Where are we now?

- Camboon Primary School (CPS), will continue to support students to meet expectations by reviewing the whole school behaviour matrix, teach focuses by attending the PBS Assembly and daily, through the use of lessons, posters and clips.
- Continue to use external displays such as the school website, parent handbook on the school website, screens in the assembly area and library, parent newsletters and Connect to promote PBS information such as the current teaching focuses, Golden "GOTCHA" winners and weekly winners.
- Continue to support staff to effectively use PBS systems through information presented at Staff Development Days (SDD), PBS PowerPoints for new staff and the PBS leader will attend collaborative meetings.
- Continue to implement Major and Minors processes to support students to meet expected behaviours.
- Continue to collect data to track students and types of behaviour not meeting expectations.
- Continue to inform and collaborate with parents when their child does not meet expectations.

### What are we seeking to achieve?

- Consistent implementation of PBS practices related to teaching focuses and positive acknowledgement system.
- Consistent use of the Majors and Minors processes.
- Begin to implement restorative teaching practises.

### What is the data telling us?

#### Attitude, Behaviour and Effort (ABE) Scale Data

Year Level	Students achieving 'consistently' in 2021 (%)	Students achieving 'consistently' in 2022 (%)	Students achieving 'consistently' in 2023 (%)
P	61.7	59.2	44.4
1	51.7	57.9	50.4
2	57.8	50.0	54.5
3	70.7	55.0	55.7
4	46.1	69.3	74.7
5	75.5	72.2	80.7
6	73.3	71.3	85.1

A significant decrease in Pre-primary and decrease in Year 1 of students achieving 'consistently' but an improvement in Years 4, 5 and 6 of students achieving 'consistently' is noted.

### What are we going to do to improve?

- Continue to teach and support students to demonstrate the 3 key behaviours. We are responsible, we are respectful and we are learners, through reviewing whole school matrix with students and teaching focuses introduced each term to meet expected behaviours.
- Work with parents when students need support to meet expected behaviours.

- Continue to promote PBS teaching focuses, Golden Gotcha winners and weekly winners through parent newsletter, electronic screens in assembly area and library window and Connect.
- Beginning to learn how to and implement restorative teaching practises.

## Attitude, Behaviour, Effort

### **Where are we now?**

- Student attitude, behaviour and effort are recorded on end of semester reports for all students from Pre-primary to Year 6.
- Staff use an agreed percentage, to measure attainment on the Attitude, Behaviour and Effort (ABE) Scale to improve consistency of data.

### **What are we seeking to achieve?**

- Increase the percentage of students in each year level achieving consistently on the ABE descriptors by the end of 2023.
- Consistency when grading students against the ABE scale.
- Use the ABE data to determine student needs and develop a plan to improve the attitude, behaviour and effort of targeted students or targeted year groups.

### **What is the data telling us?**

- Students achieving 'consistently' in Semester 2:  
PP: 44.4%  
Year 1: 50.4%  
Year 2: 54.5%  
Year 3: 55.7%  
Year 4: 74.7%  
Year 5: 80.7%  
Year 6: 85.1%
- The year level cohort data indicates that in Years 2, 3, 4, 5 and 6 more students have achieved 'consistently' on the ABE descriptors. An 8.5% increase was noted for students in Year 5 and a 13.8% increase for students in Year 6 achieving 'consistently'. A 14.8% decrease was noted for students in PP and a 7.5% decrease was noted for students in Year 1 achieving 'consistently'.

### **What are we going to do to improve?**

- Review the Attitude, Behaviour and Effort Scale to ensure consistent use.
- Continue to reinforce the expected behaviours on the CPS Behaviour Expectation Matrix: We are respectful, We are responsible, We are learners.
- Increase the hand-out rate of Gotcha Cards: positive reinforcement cards awarded to students for demonstrating the three behaviours of the Behaviour Expectation Matrix and Camboon Primary School's Learner Dispositions; Independent, Resilient, Organised, Self-aware and Engaged.
- Consistent use of the major and minor behaviour processes.
- Continue to promote the PBS prizes and prize winners for the weekly "GOTCHA" draw via Connect.
- Continued use of Golden "GOTCHAs", to be awarded at the end of each term. Use Connect to notify the community of the winners.
- Communicate all new information to families via Connect.

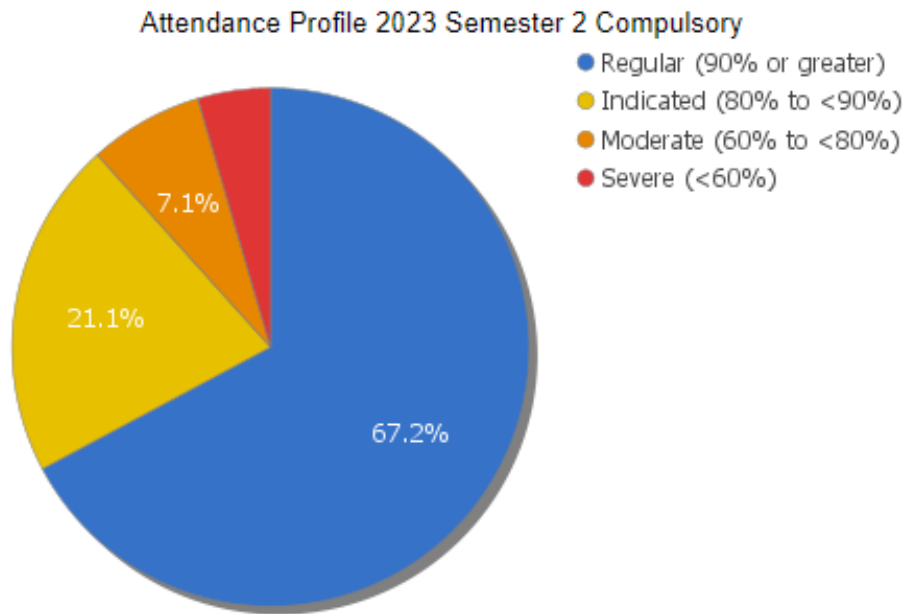
## Attendance

<b>Where are we now?</b>
<ul style="list-style-type: none"> <li>Student attendance throughout 2023 has been mostly regular, with 67.2% of students attending regularly (90% or greater attendance).</li> </ul>
<b>What are we seeking to achieve?</b>
<ul style="list-style-type: none"> <li>Students attending school regularly (90% and better) improved by 5.7%. from 2022-2023.</li> <li>More parents informing the school of absences and the reason for absence, in writing.</li> </ul>
<b>What is the data telling us?</b>
<ul style="list-style-type: none"> <li>14 students in the At-Risk severe category (7 more than 2022). Nine of these students were able to be tracked by the school using data from Student Attendance Reporting. Of these 9 students, 2 who live out of the Camboon Primary School Zone, were absent from school due to transport difficulty. One student had extended time off from school after the death of a family member. Three students with special needs, often only attended partial days at school or had full day absences. One student enrolled at CPS in 2023 and their attendance gradually deteriorated to non-attendance. They were supported by the school and an external agency. Two other students were absent for known reasons and were supported by the school.</li> <li>65 students (15 less than in 2022) in the indicated category. (Attendance of 80 to &lt; 90%)</li> <li>22 students in the moderate category (9 less than 2022). (Attendance of 60 to &lt; 80%)</li> </ul>
<b>What are we going to do to improve?</b>
<ul style="list-style-type: none"> <li>Continue to identify students in the indicated (Attendance of 60 to &lt; 80%) and moderate category (Attendance of 60 to &lt; 80%), and follow-up with parents with the intent to improve their attendance.</li> <li>Continue to include attendance letters, as part of the Semester 1 and 2 Student Report package to parents for those students who fall below 90% attendance in these semesters.</li> <li>Remind staff through Staff Newsletter, Teaching Sprints and emails to ensure that Integris (Attendance) information is recorded twice daily, and that student absence notification are sought from parents and carers if they are not provided in a timely manner.</li> <li>Acknowledge students who achieve 100% attendance at the end of either semester. with a Principal's Certificate of Attendance.</li> </ul>

## Student Attendance Data Semester 2, 2016 – Semester 2, 2023

Collection Period	2018 Sem 2	2019 Sem 2	2020 Sem 2	2021 Sem 2	2022 Sem 2	2023 Sem 2
<b>Attendance Rate</b>	92.8%	93.4%	92.7%	92.3%	89.2%	90.5%
<b>Regular Attendance</b>	75.4%	80.3%	76.2%	77.6%	62%	67.2%
<b>Authorised Absence</b>	57.0%	52.0%	57.0%	63%	55%	43%
<b>Unauthorised Absence</b>	43.0%	48.0%	43.0%	37%	45%	57%

## Attendance Profile Semester 2, 2023



## Student Leadership

### **Where are we now?**

- The Student Council, managed by Mrs Fiona Petkoff, was voted in at the beginning of 2023 and consisted of ten students from Year 6. These students had regular duties across the year including organising assemblies, ringing the siren and give morning announcements, managing the Terracycle and BIC “Best in Class” recycling program, representing the school in ceremonies such as ANZAC day, meeting special guests on special occasions, and undertaking other duties as determined by the Deputy Principal (Years 3-6) and the Year 6 teachers.

The Student Councillors, along with Mrs Louise Halls, attended the Perth Primary Dream and Lead Conference at the Perth Exhibition and Convention Centre early in Term 1. Throughout the day, the students participated in purposeful activities developing their problem-solving skills and increased their confidence and independence as leaders.

- The Faction Leadership Team, managed by Mr Jacob Gaspar, PE Specialist Teacher, was voted in at the beginning of 2023. They were involved in setting-up for faction sport sessions, athletics carnivals, cross country carnival, managing sports equipment during recess and lunchtimes, speaking at assemblies, supporting their peers during these events and attending regular faction leadership meetings.
- The Social Justice Committee (SJC), managed by Mr Andrew Nguyen, undertook projects in 2023 including fundraising for the Angkor project and promoting sustainability within the school. They helped organise and run numerous fundraising events for our Cambodian sister school, Amphet Phnom, including a toy sale (students donated toys they no longer needed) and a Water Relay held in conjunction with Water Week in Term 4. Students were explicitly taught about the lack of fresh, running water in schools in Cambodia, and the relay helped students to develop an understanding of how difficult it is to live without being about to turn on a tap to gain fresh, clean water. The SJC members were responsible for creating posters to promote each event, collecting and counting all donated monies and informing the school of the contributions made. They also continued to manage the school’s battery, paper and cardboard recycling initiatives.

### **What are we seeking to achieve?**

- To provide an opportunity for students to take responsibility for the world around them, including civic and environmental responsibility.
- To increase opportunities for students to have a voice and to be heard.

### **What is the data telling us?**

- A total of 38 students from Years 5 and 6 were involved in the leadership programs.

### **What are we going to do to improve?**

- Provide opportunity for students to develop their leadership skills, including public speaking skills through participation in the Morley School Network (MSN) Young Voices Speaking Competition in 2024.
- Continue to take future Student Councillors to the Perth Primary Dream and Lead Conference to help develop their skills in decision making and leadership.

## 2023 Student Councillors



## 2023 Faction Leaders



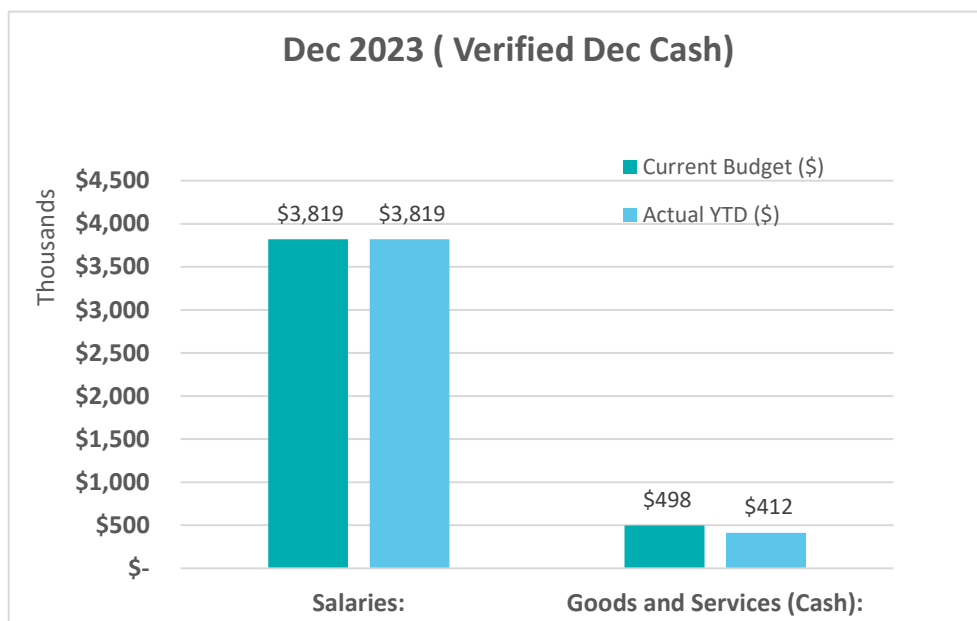
## 2023 Social Justice Committee



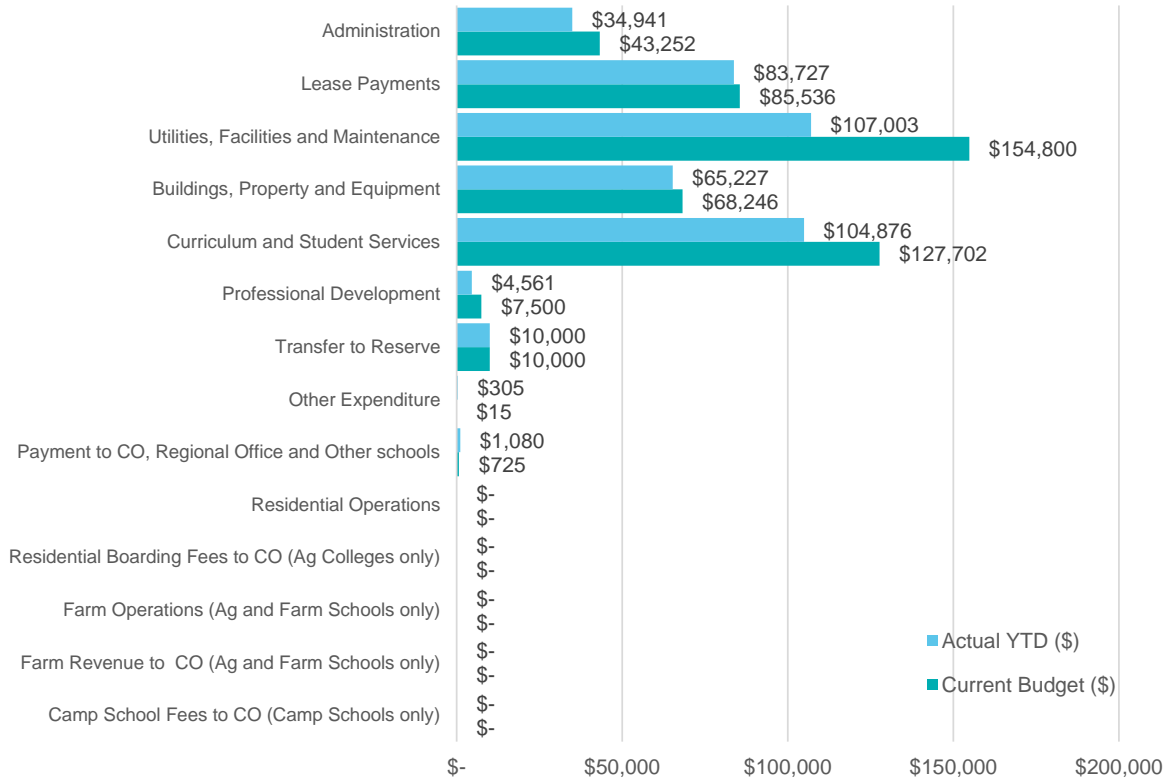
<b>ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash):</b>	<b>52,380</b>	<b>52,380</b>
<b>Carry Forward (Salary):</b>	<b>77,047</b>	<b>77,047</b>
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	4,122,494	4,122,494
Locally Raised Funds:	195,537	201,802
<b>Total Funds:</b>	<b>4,447,459</b>	<b>4,453,723</b>
<b>EXPENDITURE</b>		
Salaries:	3,819,008	3,819,008
Goods and Services (Cash):	497,777	411,721
<b>Total Expenditure:</b>	<b>4,316,785</b>	<b>4,230,729</b>
<b>VARIANCE:</b>	<b>130,674</b>	<b>222,995</b>
<b>INCOME - Dec 2023 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash)</b>	<b>52,380</b>	<b>52,380</b>
<b>Carry Forward (Salary)</b>	<b>77,047</b>	<b>77,047</b>
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	2,835,672	2,835,672
School and Student Characteristics	1,087,776	1,087,776
Disability Adjustments	27,073	27,073
Targeted Initiatives	141,614	141,614
Operational Response Allocation	30,556	30,556
<b>Total Funds:</b>	<b>4,122,691</b>	<b>4,122,691</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(244,550)	(244,550)
School Transfers - Cash	250,873	250,873
Department Adjustments	(6,520)	(6,520)
<b>Total Funds:</b>	<b>(197)</b>	<b>(197)</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	12,125	12,545
Charges and Fees	45,997	47,211
Fees from Facilities Hire	35,236	36,555
Fundraising/Donations/Sponsorships	7,035	7,086
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	1,243
Revenue from CO, Regional Office and Other scho	3,322	4,180
Other Revenues	5,149	6,309
Transfer from Reserve or DGR	86,673	86,673
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>195,537</b>	<b>201,802</b>
<b>TOTAL</b>	<b>4,447,458</b>	<b>4,453,723</b>

## EXPENDITURE - Dec 2023 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	3,373,791	3,373,791
New Appointments	0	0
Casual Payments	441,858	441,858
Other Salary Expenditure	3,359	3,359
<b>Total Funds:</b>	<b>3,819,008</b>	<b>3,819,008</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	43,252	34,941
Lease Payments	85,536	83,727
Utilities, Facilities and Maintenance	154,800	107,003
Buildings, Property and Equipment	68,246	65,227
Curriculum and Student Services	127,702	104,876
Professional Development	7,500	4,561
Transfer to Reserve	10,000	10,000
Other Expenditure	15	305
Payment to CO, Regional Office and Other schools	725	1,080
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>497,776</b>	<b>411,720</b>
<b>TOTAL</b>	<b>4,316,784</b>	<b>4,230,728</b>



### Dec 2023 ( Verified Dec Cash)



### Dec 2023 ( Verified Dec Cash)

